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ABSTRACT

A joint venture between the Nebraska Research Coordinating Unit (RCU) for Vocational Education and the Central Technical Community College Area (CTCCA) was conducted to design intensified, individualized and group-oriented instructional programs in personnel development for the entrepreneur. Phase I of the project involved developing relevant instructional content for the owner-manager by forming counterpart advisory committees in Lincoln and in Columbus (Nebraska). The committees identified 62 content items needed by owner-managers, then used a card sort technique to prioritize the items. Phase II consisted of organizing the content items into course materials. (The course guide is available separately as CE 015 580.) Phase III of the project was the field test of the materials in a workshop setting on a community college campus. Finally, phase IV of the project was evaluation and dissemination. The following conclusions were drawn: (1) the course taught in the workshop format proved to be an effective way of meeting the personnel development needs of owner-managers; (2) the achievement of students in the individualized mode of instruction was much better than the achievement in the group-based mode of instruction; and (3) the joint administration of the project between the RCU and the CTCCA proved to be very effective. A large appendix includes various related materials and schedules. (Author/BM)

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FINAL REPORT

PROJECT NO. 498AH60054
GRANT NO. G007603752

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PERSONNEL DEVELOPMENT FOR ENTREPRENEURS

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U S DEPARTMENT OF HEALTH,
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ABSTRACT

This project was a joint venture between the Nebraska Research Coordinating Unit for Vocational Education (RCU) and the Central Technical Community College Area (CTCCA) during the grant period of July 1, 1976 to November 30, 1977. The purpose of the project was to design intensified, individualized and group-oriented instructional programs in personnel development for the entrepreneur. Phase I involved developing relevant instructional content for the owner-manager by forming counterpart advisory committees in Lincoln and in Columbus. The committees identified 62 content items needed by owner-managers, then used a card sort technique to prioritize the items.

Phase II consisted of organizing the content items into course materials. Phase III of the project was the field test of the materials in workshop setting on the PTCC campus. Phase IV of the project was evaluation and dissemination.

The major conclusions of the project were: (1) the course taught in the workshop format proved to be an effective way of meeting the personnel development needs of owner-managers, (2) the achievement of students in the individualized mode of instruction was much better than the achievement in the group-based mode of instruction, and (3) the joint administration of the project between the RCU and the CTCCA proved to be very effective.

ACKNOWLEDGMENTS

The interesting thing about vocational education research and development projects is they involve both college and community resources. Through the years, vocational education has fostered the concept of obtaining content by occupational analysis. The content identified and analyzed by our advisory committees in Lincoln and Columbus was the heart of the project. A sincere thanks is expressed to each person who gave willingly of his/her time to the project.

The course content was organized and developed by PTCC instructors, Mr. Lynn Higgins and Mr. Jack Kappeler, under the direction of their cluster chairman, Mr. Leon Sanders. A professional commitment to the project was made by these men which can be seen in the quality instructional materials produced.

Mr. Elton Mendenhall, Director of the Nebraska Research Coordinating Unit for Vocational Education, is credited for his vision in helping with the original design of the project. Assistance and support was also obtained from Dr. C. A. Cromer, Executive Director of the Nebraska Advisory Council for Vocational Education. Mrs. Fay Larson, Assistant Director of the RCU is also credited for helping with the tedious accounting procedures required for reporting.

A unique feature of the project was the cooperative administrative arrangements between the RCU and the CTCCA. We would like to thank Dr. Chester Gausman, CTCC Area President, Dr. Jerry Lee, PTCC Campus President, and Mr. Joe Preusser, PTCC Dean of Faculty, for the released administrative and secretarial time needed to properly manage the project.

A special thanks goes to Mrs. Gera Beideck for helping in the preparation of the final report.

A final note of thanks goes to the students who enrolled in the workshop. They helped break some new frontiers in entrepreneurial education.

J. N. B.

R. M. H.

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PART I

INTRODUCTION

Background

Today, sole propietorships (which number 9,745,000) and partnerships (which number 959,000) make up about 86 percent of the manufacturing, retail, and service businesses in the United States. These independent enterprises account for 15 percent of the total business receipts with corporations (which number 1,733,000) accounting for the other 85 percent.[1] The traditional reasons for a person to go into business were on the basis of a good idea for a product or a desire to be one's own boss. Capital was generally obtained from second mortgages, windfalls from deceased relatives, the SBA, or faith of lending agencies in putting up some venture capital. Many times, good intentions, drive, hard work, and luck have helped entrepreneurs overcome the many obstacles encountered in running a business and the individuals were successful. Countless other business ventures have ended in failure; the hard work of the entrepreneur ended in great financial hardship to recover from bankruptcy. In short, being an entrepreneur is a risk.

A good deal of failures could be eliminated before they occur. Too many people enter business without adequate preparation. Some people prepare more for their drivers licenses and their marriage licenses than prospective entrepreneurs prepare for their proprietors licenses.

Lack of preparation for the entrepreneur is not entirely his fault. Drivers education classes to prepare for passing a state examination and marriage classes have been around for years. But what about classes for the entrepreneur? Ten years ago, they were almost nonexistent. In the late sixties, only ten colleges and universities provided any type of entrepreneurship education. Today, about eighty colleges and universities are offering classes for the independent businessman. That is still not enough because many of the schools are located in metropolitan areas and are not readily accessible to those in the rural areas. Even when a person is within easy reach of a four year school, they have apprehensions that a large university can be of assistance with something as practical as keeping track of accounts receivable and payable. Apprehensions result because many entrepreneurs have little or no experience with institutions of higher learning.

No state in the nation is immune from business failures. The Nebraska small business failure rate for the first six months of 1975 increased 23% percent from 1974. With small businesses representing such a vital segment of the Nebraska economy, a series of instructional materials should be available for use throughout the state which will help the entrepreneur plan, organize, and operate a successful business.

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[1]Hal B. Pickle and Royce L. Abrahamson, Small Business Management (Santa Barbara: John Wiley and Sons, Inc., 1976), pp. 42-47.

A major purpose of this project was to help meet the educational needs of the entrepreneur, and the project represented the first comprehensive approach to entrepreneurial skill development in the state.

Statement of the Problem

A major problem facing the entrepreneur was where to obtain assistance in personnel development. Personnel development for the entrepreneur should include planning, assessment, evaluation, and the operation of a successful business venture. An investigation of current four year institution offerings indicated that these were closely related and restricted to degree requirements and not designed to serve the community-based entrepreneur operating a locally-owned business.

The major problem this project addressed was to design an intensified, individualized, and group-oriented instructional program in personnel development for the entrepreneur. Design and the development of the personnel development instructional system and field-test was conducted as a joint effort between the Nebraska Research Coordinating Unit for Vocational Education and the Platte campus of the Central Technical Community College Area. The following hypotheses were formulated in regard to the design, development and field-test.

Hypotheses

1. No significant difference between urban-metropolitan (Lincoln) and urban-rural (Platte Technical Community College service area) based curriculum content analysis.

2. No significant difference between group and individualized approaches to entrepreneurial skill development.

3. No significant difference between the two experimental approaches of entrepreneurial skill development and identical content presently taught on the Platte campus.

4. No significant difference between the characteristics of entrepreneurs in urban-rural Nebraska (Platte Technical Community College service area) and those identified in the literature.

Definition of Terms

Advisory Committee -- The project involved two advisory committees with counterparts in the Lincoln service area (urban) and Columbus service area (rural). Counterpart areas represented were accountants, Chamber of Commerce representatives, Economic Development representatives, evaluation specialists, independent businessmen and businesswomen, industrial psychologists/personnel managers, lawyers, leadership specialists, lending agencies, real estate, and SBA/SCORE.

Entrepreneur -- A person or small group of persons who start a new business and who stand to lose significant financial commitment or to gain significant financial rewards based upon the success of that formation. May also include franchises where there is considerable latitude of operations and considerable risk of loss or gain from these efforts.[2]

Intern -- A participant that has completed instruction in the class setting and returns to the business under the supervision of the instructor/coordinator to work on a business plan.

Metropolitan -- A standard statistical area which contains 50,000 inhabitants or more.[3]

Non-metropolitan -- All urban population under 50,000 and over 2,500 inhabitants excluding rural population.[4]

Owner/Manager -- An individual who both owns and manages a small business, usually synonymous with entrepreneur.

Participant -- A person who is an entrepreneur or owner/manager and is interested in upgrading management skills and enrolled in the field-test classes.

Research Coordinating Unit (RCU) -- The Nebraska Research Coordinating Unit for Vocational Education is part of the State Department of Education and is responsible for coordinating research efforts in secondary and postsecondary institutions in the state. The RCU is located on the University of Nebraska--Lincoln campus.

Rural -- All population not classified as urban.[5] The operational definition for this project is in reference to the Platte campus service area.

Steering committee -- A steering committee comprised of people from education, business, and industry were briefed on the project for their suggestions on resource people who could serve on the advisory committees. Two committees were used, one in Lincoln and one in Columbus.

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[2]James W. Schrier, Comp., and John L. Komives, The Entrepreneur and New Enterprise Formation: A Resource Guide, (Milwaukee: Center for Venture Management, November, 1973), p. x.

[3]U.S. Department of Commerce, General Social and Economic Characteristics, Nebraska 1970 Census Population, (Washington: U.S. Government Printing Office, February, 1972), Appendix A.

[4]Ibid.

[5]Ibid.

Technical Community College Areas -- The state of Nebraska is divided into six districts with the area colleges responsible for its service area in accordance with Nebraska state law LB 579.
Central Technical Community College Area (CTCCA) -- Area 4 outlined in Appendix A. The Area has 15,000 square miles, 25 counties, 156 communities, and a population of 300,000.
Platte campus (PTCC) -- A college of the Central Technical Community College Area located in Columbus.

Urban -- Population comprises all persons living in areas of more than 2,500 inhabitants, excluding those persons living outside city boundaries.[6] The operational definition for this proposal is in reference to the Lincoln service area.

Significance

This project represented a significant departure in personnel development programs because of the following reasons: (1) most personnel development was conducted as a function of enterprise or not conducted at all (particularly in the case of the entrepreneurial enterprise), (2) most personnel development action in cooperation with enterprises has been done by four year postsecondary institutions in metropolitan areas, and (3) most personnel development has been in the form of "training for a specific job" rather than the development of the entire individual who would be capable of becoming a manager or operating his/her own business.

Limitations

Because of budget limitations, time and staff limitations, and reviewing the literature, the instructional part of the project was limited to those individuals who were entrepreneurs in the Columbus area. Those who are considering becoming entrepreneurs also have significant educational needs, but those should be handled in a separate project.

Principal and Subordinate Objectives

A. To design an instructional program and delivery system for assisting entrepreneurs in obtaining assessment, planning, and management skills.

   1. Establish two advisory committees for project guidance in selecting instructional needs, program delivery strategies, and evaluation techniques.

   2. Survey the agencies involved in serving small business enterprises to determine needs of entrepreneurs in rural settings.

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[6] Ibid.

3. Review existing instructional materials used in management education and entrepreneurial programs to identify curriculum availability and adaptability to rural settings.

4. Select and rank workshop content items by having advisory committees Q-sort preliminary list of items.

B. To test the viability of the instructional program and delivery system by installation of courses for entrepreneurs at the Platte campus serving rural populations.

1. Design, adapt, or adopt instructional materials to form a curriculum package for the experimental classes for entrepreneurs in rural settings.

2. Develop or adapt evaluative instruments and criteria for assessing participants' cognitive achievement and satisfaction with program offering.

3. Provide preinstruction internship assignment of two instructors from the Platte campus of the Central Technical Community College Area to agencies serving small business enterprises to assure instructional knowledge of current practices of business and industry support agencies.

4. Design program criteria for promoting, recruiting, enrolling, and instructing participants in entrepreneurship.

5. Identify the criteria for experimental program participants and for purposes of future recruitment and evaluation.

C. To prepare and field test instructional materials and procedure documentation in a form that will serve as a model for entrepreneurial education in the state of Nebraska.

1. Provide instruction in entrepreneurship to entrepreneurs and owner-managers located in the Central Technical Community College Area service area.

2. Provide a supervised internship experience for participants (i.e., entrepreneurs).

3. Compile a list of resource materials identified usable by the advisory committees and by the project instructors for inclusion in the resource bibliography.

4. Prepare narrative portions, where necessary, for use in lending articulation to the selected portions of curriculum adapted or developed for project use.

D. Disseminate the results of the project.

1. Make available course materials to educational agencies interested in offering entrepreneurial programs as a "short course" alternative to the traditional semester enrollment policy.

2. Disseminate copies of the course materials and procedures to each of the six technical community college areas in Nebraska, to other RCUs, to the U.S. Office of Education, and to the ERIC system.

3. To provide a teacher education workshop for selected teachers of the Nebraska Technical Community Colleges and Teacher Education Institutions.

General Design

In this project, three different research design components were used. The Q-sort technique was used for prioritizing instructional content items which were suggested by the advisory committees. These Q-sort data were correlated to determine differences among groups (advisory committees) and to test hypothesis 1. The post test only experimental design was used for testing hypothesis 2. Grouping involved the same respondents (the entrepreneurs) and multiple treatments (t1 group based instruction and t2 individualized instruction). Hypotheses 3 and 4 were tested using the post test only control group design. The experimental group was the entrepreneurs who were enrolled in the workshop and the control groups were students in regularly scheduled management classes (hypotheses 3 and 4) and group data from entrepreneurs who were previously studied (hypothesis 4).

Location and Population

The project was conducted from July 1, 1976 to November 30, 1977 and involved support populations and experimental populations. During Phase I of the project, instructional content was defined by two advisory committees, one composed of people who lived in Lincoln, Nebraska and the other composed of residents of the Columbus area. This arrangement worked well because one project director lived in Lincoln and was associated with the RCU and the other project director lived in Columbus and was associated with PTCC. Administrative duties in managing the project were divided between the two directors.

In Phase II of the project, the content identified was organized in a course outline by two PTCC management instructors and their cluster chairman. In Phase III of the project, the materials were tested with eleven students who took the experimental workshop. As was indicated, students were subjected to different treatments in studying entrepreneurial content in an individualized and group instruction format. Phase IV of the project involved dissemination activities. Other than the eleven students who represented the experimental population, an additional 90 people were involved in providing input or support services to the project.

PART II

REVIEW OF LITERATURE

Background

Through the review of literature concerning entrepreneurship, it was discovered that many small entrepreneurs need assistance in attaining the success they desire.

According to Arnold Cooper:

> A complex of factors external to the parent organization appears to influence entrepreneurship. Research to date provides us with only a limited understanding of many of these factors. Yet, it is clear that they interact to create climates more or less favorable to entrepreneurship.
>
> The decision to found a business is affected by the entrepreneur's perceptions of risks and rewards and his knowledge of sources of venture capital and of individuals and institutions which might provide help and advice. Past entrepreneurship creates what might be termed an entrepreneurial environment, in which the prospective founder is surrounded by examples and enveloped in knowledge about the process. A number of researchers report that the credibility of the act of starting a company appears to depend, in part, upon whether the founder knows of others who have taken the step.[7]

The environment in which a prospective entrepreneur finds himself can affect significantly his perception of the risks and rewards involved in entrepreneurship. An entrepreneurial environment might be defined as a situation in which prospective founders of new firms have a high awareness of past entrepreneurial action, of sources of venture capital, and of individuals and institutions that might provide help and advice.[8]

Need for Personnel Development

The needs and expectations of entrepreneurs were best described in a statement made by Dr. James T. Horner at a 1975 Congressional Hearing in Washington.

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[7] Clifford M. Baumback and Joseph R. Mancuso, ed., Entrepreneurship and Venture Management. (Englewood Cliffs: Prentice-Hall, Inc., 1975), p. 48

[8] Ibid., p. 94.

> We ask your help in assuring that new legislation recognizes and mandates training for entrepreneurship. Training for gainful employment is a major objective of vocational education. But there is a strategic minority called entrepreneurs who will emerge and put labor, management, capital, land and other resources together to insure production -- farmers and ranchers, small business owners and others. This group should have membership on state and national advisory councils, as should representative vocational teacher educators.[9]

There was little doubt that the great majority of small businesses do little, if any, long-range planning. Planning, according to George A. Steiner, was an important factor in founding a business.

> The average small businessman is faced with many barriers to long-range planning. He is pressed for time. He has most of the problems of an executive in a medium size company, but must solve them without helpers.
>
> Although the literature on long-range planning is increasing, most of it is not very helpful to the small businessman. He needs detailed guides to tell him how to go about long-range planning, which are not easy to find.
>
> Long-range planning is essential in that it permits them to take better advantage of the opportunities which lie in the future and forestall the threats which it contains. This is the essence of entrepreneurship. Long-range planning should stimulate this function.
>
> Many small businessmen do not engage in effective long-range planning because they are puzzled about how to begin the process and execute it so that its value exceeds its costs. Many of these approaches have been tested by small as well as large firms, and they have been found operational and valuable in doing effective long-range planning.[10]

Through an investigation, it was found that what the entrepreneur needs is a blueprint for the enterprise or a "Business Plan" which includes both long-range and short-range goals and objectives. Albert Kelley in an article, "Planning for the New Enterprise," made reference to problems faced by business as well as the advantages of formulating a Business Plan. Two problems facing a business, regardless of size, are:

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[9]U.S. Congress, House Subcommittee on Elementary, Secondary, and Vocational Education, Vocational and Occupational Education. Hearing, 94th Congress, First Session, May 6, 1975, (Washington: U.S. Government Printing Office, 1975), p. 1314.

[10]Baumback and Mancuso, ed., Entrepreneurship and Management, p. 160.

> First, it has only limited resources with which to work, just so much money, and so many people. Second, it has certain objectives. Matching a company's objectives with its resources is, in itself a major task; ensuring the objectives are achieved is an even greater task.[11]

Summarizing Albert Kelley's four specific advantages for formulating a Business Plan, the first advantage was that it forces careful thought. The plan is written out in a clear and precise manner to be able to identify and eliminate the flaw.

The process of focusing the key issue was the second advantage. The Business Plan should help in deciding which are the critical factors that success is dependent upon.

The third advantage of a Business Plan was internal coordination and communication. This provides the members of the organization with a clear idea of what the organization is attempting to do.

The fourth advantage was having a guide for day-to-day decisions and a means of measuring progress. It was far better to have all such decisions consolidated in one Business Plan to which everyone can refer on a day-to-day basis.

The Business Plan has provided a means of measuring progress towards its goals and establishes a management by objectives (MBO) system for the entrepreneur and his associates.

Maury Delman in an article on "Pitfalls to Avoid in Starting Your Own Business," has shown a need for business management through an indication of business failures.

> U.S. Department of Commerce studies show that about half of new small businesses never make the third year. Retailing suffers the most, with only 29 percent surviving three-and-a-half years. Dun and Bradstreet figures suggest that more than 400,000 firms are started annually with about an equal number being discontinued.[12]

Delman concluded that

> Dun and Bradstreet have been able to pinpoint nine major reasons for failure of new business. The nine major

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[11] Ibid., p. 100

[12] Ibid., p. 79.

reasons for business failures are:

(1) Lack of managerial experience
(2) Insufficient starting capital
(3) Wrong location, unexperienced people are prone to look for inexpensive locations
(4) Inventory mismanagement
(5) Too much capital going into fixed assets
(6) Poor credit granting practices
(7) Taking too much out for yourself
(8) Too much success
(9) Wrong attitude[13]

The United States Small Business Association estimated:

> that managerial deficiencies cause 9 out of 10 failures. This represents a tremendous loss to the nation's economy. Many of these business failures probably could have been avoided had the owners received management assistance.[14]

Arnold Cooper reiterated the need by stating,

> A person who is considering the major step of founding a new firm must ask himself, "What is involved in getting a company started and do I need to know these things?" He also must consider whether managing an established small firm will present problems similar to those he has dealt with in the past.[15]

Instructional Design Components

Albert Kelley discussed in an article on "Planning for the New Enterprise," three sections for a well-organized Business Plan and then broke the sections down into the following components.

(1) General Plan
  (a) Introductory material
  (b) Market research
  (c) Manufacturing
  (d) Timing
  (e) Organization Structure

---

[13] Ibid.

[14] U.S. Small Business Administration, "Management Assistance," (Washington: U.S. Government Printing Office, April, 1974), (pamphlet).

[15] Baumback and Mancuso, ed., Entrepreneurship and Management, p. 97.

(2) Marketing Plan
   (a) Statement of goals
   (b) Background material on each of the company's products and markets
   (c) A program designed to achieve the goals
   (d) A statement of timing
   (e) A statement of responsibility
   (f) Plans for evaluation

(3) Financial Plan
   (a) Need for financial planning
   (b) Planning for liquidity
   (c) Planning for profit[16]

The Center for Vocational Education states that "vocational education provides students with the technical skills that originate the confidence that increases the risk bearing capacity that is necessary in entrepreneurship."[17]

The Central Technical Community College Area, specifically PTCC, was used as a delivery system for this experimental entrepreneurship program. Traditionally, the major purpose of vocational education was to prepare people for gainful employment. As a result of the 1963 Vocational Education Act and subsequent Amendments of 1968 and 1972, vocational education has served the purpose of not only meeting the manpower needs of the state and nation, but also has increased individual options and made all types of learning more relevant. Because of the flexibility and effectiveness of vocational education, it is particularly well suited to meet the developmental needs of entrepreneurs.

A growing and increasing need to provide and coordinate personnel development programs for entrepreneurs of small businesses, industries, and other types of agencies in Nebraska has been substantiated by the literature review. The manner in which the project was organized was based upon the following rationale.

A. Statistics of business failures have indicated that small business, industrial, and service agency owners have a need for entrepreneurial education programs which are easily accessible.

B. Lending agencies have found potential customers lacking in knowledge of monetary acquisition and have been willing to promote and support customer participation.

C. Vocational oriented institutions (i.e., the Technical Community Colleges in Nebraska) have received numerous requests to conduct in-service personnel development programs for potential entrepreneurs and managers.

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[16]Ibid., p. 101.

[17]The Center for Vocational Education, "The Development of Entrepreneurs Through Vocational Education," (Columbus: Ohio State University), (pamphlet).

D. Technical Community College facilities and locations have proven conducive to open-entry/open-exit programs of direct application to credit or non-credit activities.

E. The Nebraska Research Coordinating Unit for Vocational Education (RCU) functions in a coordinating capacity in the state for Part C projects and funds granted to secondary and postsecondary institutions. Thus, the joint project between the RCU and the Central Technical Community College Area (CTCCA) was perceived as having both local and state-wide implications.

PART III

ANALYSIS OF THE DATA

In this part of the report, the data relating to the tests of the hypotheses will be discussed and presented in tabular and descriptive form. The data for testing each of the hypotheses were gathered from the group of entrepreneurs who participated in the workshop sessions and the people who served on the Columbus and Lincoln advisory committees. Twelve people registered for the workshop; however, one person dropped the workshop after the first two sessions. Since the project involved testing four research hypotheses, it was necessary to work with the same population throughout the project. Thus, students were not permitted to enroll for the workshop on a unit-by-unit basis. This same group of students participated in the nine workshop sessions which were taught on a group, individualized, and combination group/individualized format. In Table 1, characteristics of the group of students are displayed.

TABLE 1

STUDENT CHARACTERISTICS

	Number	Average Age	Years of Education	Type of Business			Number of Years in Business
				Manufacturing	Service	Retail	
Men	6	33.17	15.5		2	4	5.6
Women	5	48.8	12.4		2	3	9.4

Some observations that can be made by perusing the table follow. First, the class was about equally divided among men and women with an average age for the group of 40. Considering the age of the group and the fact that a majority were in business less than five years (three were in business between eleven and 26 years), the group corresponds closely to the age (between 35 and 40) when most people begin operating a small business. Second, the workshop participants represented service and retail businesses. However, one had previously been in manufacturing. Since the majority of the students were in business less than five years,

they picked an excellent time to advance their management skills because businesses that are less than five years old and have sales less than $1 million have a high failure rate. Third, the dropout rate from the classes was low (N=1) and a large majority of the students attended each of the sessions.

Hypothesis 1

The two advisory committees (Lincoln and Columbus) provided the data needed for the first hypothesis which was stated as "no significant difference between urban-metropolitan (Lincoln) and urban-rural (Platte Technical Community College service area) based curriculum content analysis." To generate the data to test this hypothesis, a considerable amount of time was spent with the advisory committees. (Advisory committee representatives appear in Appendix B.) There were a total of six meetings held with the committees. At the first meeting (Lincoln on September 2, 1976 and Columbus on September 9, 1976), an overview of the project was presented. Then, committee members were asked to generate a list of topics they thought would be appropriate for the entrepreneur to study. The project team synthesized the lists from both committees to 81 topics. The original list appears in Appendix C. At the next committee meeting (Lincoln on September 30, 1976 and Columbus on October 12, 1976), the topics were scrutinized and the number reduced to 62. The next task to be accomplished was the card sort. The 62 content items were typed on cards (one item to a card) and arranged in alphabetical order. Each committee member was asked to sort the cards according to order of importance ranging from "essential" (3 cards) to "not important at all" (3 cards). The card sort categories and the number of cards allowed in each category are in Table 2. The project directors visited each advisory committee member and had him/her complete the card sorts.

TABLE 2

CARD SORT CATEGORIES

	ESSENTIAL	VERY IMPORTANT	IMPORTANT (GENERAL)	SOMEWHAT IMPORTANT	IMPORTANT (IN SOME INSTANCES)	"HARDLY" IMPORTANT	NOT IMPORTANT AT ALL
SORT FORMAT	3	7	9	24	9	7	3
ASSIGNED VALUES	6	5	4	3	2	1	0

The process proved to be very effective, generated much interest among committee members, and was worth the time spent. The only problem encountered was that one person on the Columbus committee was unwilling to do the card sort. After the sorts were completed, the items were analyzed for each committee according to a weight system outlined in Table 3.

TABLE 3

CARD SORT RESULTS

Item 62, Working Capital and Cash Flow, ranked priority 1. (combined)							
Assigned values	6	5	4	3	2	1	0
Lincoln	7 (42)	6 (30)	2 (8)	1 (3)	0 (0)	0 (0)	0 (0)
					N = 16	W = 83	
Columbus	3 (18)	4 (20)	5 (20)	2 (6)	0 (0)	0 (0)	0 (0)
					N = 14	W = 64	
					combined weight = 147		
Item 26, Estate Planning, ranked priority 45. (combined)							
Assigned values	6	5	4	3	2	1	0
Lincoln	0 (0)	0 (0)	0 (0)	0 (0)	2 (4)	7 (7)	7 (0)
					N = 16	W = 11	
Columbus	0 (0)	1 (5)	0 (0)	1 (3)	1 (2)	4 (4)	7 (0)
					N = 14	W = 14	
					combined weight = 25		

In the table, an example is given of the top weighted and bottom weighted items for the Columbus and Lincoln committees. In calculating the weights, the number of people who placed the item in the "essential" category was multiplied by the weighted value. Three of the fourteen people on the Columbus committee placed Working Capital and Cash Flow in the "essential" category. Thus 3 X 6 = 18. Continuing for each

column and adding the results of the weight times number calculations, 18 + 20 + 20 + 6 + 0 + 0 + 0 = a weighted value of 64. The same procedure was carried out for each category within each of the 62 item distributions. The Lincoln weights are higher than the Columbus weights because there were sixteen people on the Lincoln committee and fourteen on the Columbus committee. Weighted items for the individual committees and combined weights (Columbus and Lincoln) appear in Tables 4 - 6.

TABLE 4

ACCUMULATIVE WEIGHT OF ENTREPRENEURSHIP CONTENT ITEMS

LINCOLN COMMITTEE

ITEM		WEIGHT	PRIORITY
62.	Working Capital and Cash Flow	83	1
57.	Sources of Finance	76	2
1.	Accounts Receivable and Accounts Payable	70	3
6.	Budgeting and Forecasting	68	4
16.	Customer Relations and Service	67	5
44.	Obtaining Credit	65	6
37.	Knowledge of Product	64	7
51.	Product Pricing - Markup and Markdown	61	8
55.	Salesmanship	61	8
50.	Planning - Short and Long Range	60	9
53.	Purchasing - Supplies, Tools, Merchandise Raw Materials, and Equipment	60	9
17.	Decision Making and Problem Solving	59	10
46.	Overhead Control	58	11
58.	Supply and Demand (Need for Product or Service)	58	11
4.	Availability of Goods, Raw Materials, Shipping, and Storage	57	12
12.	Confidence in Product or Service	57	12
42.	Marketing Techniques and Methods	57	12
36.	Knowing Your Competition	56	13
10.	Communication Skills (Written/Oral)	55	14
34.	Inventory Control and Turnover	54	15
38.	Location (Space, Parking, Traffic Flow, and Customer Convenience)	54	15
3.	Assessment of Facilities and Equipment Required	53	16
28.	Federal, State and Local Taxes	53	16
2.	Advertising	52	17
31.	Interpreting Financial Statements	52	17
24.	Employees Wages, Benefits, and Profit Sharing	51	18

TABLE 4 -- Continued

ITEM		WEIGHT	PRIORITY
29.	Human Relations	51	18
33.	Insurance	51	18
49.	Personal Salary and Income	51	18
52.	Professional Consultants (e.g., Lawyer, Banker, Accountant, SBA)	51	18
54.	Rate of Return on Investments and Assets	51	18
32.	Interviewing, Hiring, and Termination of Employees	50	19
41.	Market Analysis	50	19
13.	Cost Accounting	49	20
15.	Current and Future Trends	48	21
23.	Employee Training and Development	48	21
56.	Self Evaluation of Skill, Knowledge, and Ability	48	21
5.	Break Even Analysis -- Short and Long Range	47	22
9.	Characteristics of Owner/Manager	47	22
59.	Time Management and Job Demands	47	22
21.	Discounts, Trade and Cash	45	23
43.	Meeting Objectives	44	24
20.	Development of Organizational Structure	43	25
22.	New Employee Orientation	41	26
47.	Payroll Deductions	41	26
48.	Performance Appraisals	40	27
14.	Creativity	39	28
19.	Display	39	28
7.	Building and Space Utilization	38	29
40.	Manufacturing Methods	38	29
60.	Type of Ownership (Propietorship, Partnership, and Corporation)	36	30
39.	Management by Objectives	34	31
61.	Unemployment and Workmen's Compensation	32	32
35.	Job Descriptions	30	33
45.	OSHA	30	33
8.	Business Law and U.C.C.	29	34
11.	Conducting Meetings	27	35
27.	Fair Labor Standard Act	27	35
30.	Impact on Home and Family	26	36
25.	Equal Employment Opportunity/Affirmative Action (EEO/AA)	24	37
18.	Disaster Plans	12	38
26.	Estate Planning	11	39

TABLE 5

ACCUMULATIVE WEIGHT OF ENTREPRENEURSHIP CONTENT ITEMS

COLUMBUS COMMITTEE

ITEM		WEIGHT	PRIORITY
62.	Working Capital and Cash Flow	64	1
37.	Knowledge of Product	60	2
50.	Planning - Short and Long Range	59	3
36.	Knowing Your Competition	56	4
58.	Supply and Demand (Need for Product or Service)	56	4
1.	Accounts Receivable and Accounts Payable	55	5
16.	Customer Relations and Service	55	5
55.	Salesmanship	55	5
57.	Sources of Finance	55	5
41.	Market Analysis	54	6
23.	Employee Training and Development	53	7
34.	Inventory Control and Turnover	52	8
53.	Purchasing - Supplies, Tools, Merchandise, Raw Materials, and Equipment	52	8
10.	Communication Skills (Written/Oral)	51	9
17.	Decision Making and Problem Solving	51	9
31.	Interpreting Financial Statements	51	9
44.	Obtaining Credit	51	9
54.	Rate of Return on Investments and Assets	51	9
56.	Self Evaluation of Skill, Knowledge and Ability	50	10
3.	Assessment of Facilities and Equipment Required	49	11
4.	Availability of Goods, Raw Materials, Shipping, and Storage	49	11
6.	Budgeting and Forecasting	49	11
12.	Confidence in Product or Service	49	11
24.	Employees Wages, Benefits, and Profit Sharing	48	12
51.	Product Pricing - Markup and Markdown	48	12
46.	Overhead Control	47	13
49.	Personal Salary and Income	47	13
5.	Break Even Analysis -- Short and Long Range	45	14
29.	Human Relations	45	14
32.	Interviewing, Hiring, and Termination of Employees	45	14
33.	Insurance	45	14
15.	Current and Future Trends	44	15
42.	Marketing Techniques and Methods	44	15
59.	Time Management and Job Demands	44	15
2.	Advertising	43	16

TABLE 5 -- Continued

ITEM		WEIGHT	PRIORITY
13.	Cost Accounting	43	16
30.	Impact on Home and Family	42	17
52.	Professional Consultants (e.g., Lawyer, Banker, Accountant, SBA)	42	17
43.	Meeting Objectives	41	18
22.	New Employee Orientation	40	19
20.	Development of Organizational Structure	38	20
60.	Type of Ownership (Propietorship, Partnership, and Corporation)	38	20
7.	Building and Space Utilization	37	21
40.	Manufacturing Methods	37	21
28.	Federal, State and Local Taxes	36	22
38.	Location (Space, Parking, Traffic Flow, and Customer Convenience)	36	22
21.	Discounts, Trade and Cash	35	23
48.	Performance Appraisals	35	23
14.	Creativity	34	24
39.	Management by Objectives	33	25
8.	Business Law and U.C.C.	31	26
9.	Characteristics of Owner/Manager	27	27
27.	Fair Labor Standard Act	25	28
19.	Display	24	29
61.	Unemployment and Workmen's Compensation	24	29
35.	Job Descriptions	23	30
47.	Payroll Deductions	23	30
11.	Conducting Meetings	22	31
25.	Equal Employment Opportunity/Affirmative Action (EEO/AA)	21	32
45.	OSHA	18	33
26.	Estate Planning	14	34
18.	Disaster Plans	13	35

TABLE 6

ACCUMULATIVE WEIGHT OF ENTREPRENEURSHIP CONTENT ITEMS

COMBINATION OF COLUMBUS AND LINCOLN COMMITTEES

ITEM		LINCOLN WEIGHT	COLUMBUS WEIGHT	COMBINED WEIGHT	PRIORITY
62.	Working Capital and Cash Flow	83	64	147	1
57.	Sources of Finance	76	55	131	2
1.	Accounts Receivable and Accounts Payable	70	55	125	3
37.	Knowledge of Product	64	60	124	4
16.	Customer Relations and Service	67	55	122	5
50.	Planning - Short and Long Range	60	59	119	6
6.	Budgeting and Forecasting	68	49	117	7
44.	Obtaining Credit	65	51	116	8
55.	Salesmanship	61	55	116	8
58.	Supply and Demand (Need for Product or Service)	58	56	114	9
36.	Knowing Your Competition	56	56	112	10
53.	Purchasing - Supplies, Tools, Merchandise, Raw Materials and Equipment	60	52	112	10
17.	Decision Making and Problem Solving	59	51	110	11
51.	Product Pricing - Markup and Markdown	61	48	109	12
4.	Availability of Goods, Raw Materials, Shipping, and Storage	57	49	106	13
10.	Communication Skills (Written/Oral)	55	51	106	13
12.	Confidence in Product or Service	57	49	106	13
34.	Inventory Control and Turnover	54	52	106	13
46.	Overhead Control	58	47	105	14
41.	Market Analysis	50	54	104	15
31.	Interpreting Financial Statements	52	51	103	16
3.	Assessment of Facilities and Equipment Required	53	49	102	17

TABLE 6 -- Continued

ITEM		LINCOLN WEIGHT	COLUMBUS WEIGHT	COMBINED WEIGHT	PRIORITY
54.	Rate of Return on Investments and Assets	51	51	102	17
23.	Employee Training and Development	48	53	101	18
42.	Marketing Techniques and Methods	57	44	101	18
24.	Employees Wages, Benefits, and Profit Sharing	51	48	99	19
49.	Personal Salary and Income	51	47	98	20
56.	Self Evaluation of Skill, Knowledge, and Ability	48	50	98	20
29.	Human Relations	51	45	96	21
33.	Insurance	51	45	96	21
2.	Advertising	52	43	95	22
32.	Interviewing, Hiring, and Termination of Employees	50	45	95	22
52.	Professional Consultants (e.g., Lawyer, Banker, Accountant, SBA)	51	42	93	23
5.	Break Even Analysis -- Short and Long Range	47	45	92	24
13.	Cost Accounting	49	43	92	24
15.	Current and Future Trends	48	44	92	24
59.	Time Management and Job Demands	47	44	91	25
38.	Location (Space, Parking, Traffic Flow, and Customer Convenience)	54	36	90	26
28.	Federal, State and Local Taxes	53	36	89	27
43.	Meeting Objectives	44	41	85	28
20.	Development of Organizational Structure	43	38	81	29
22.	New Employee Orientation	41	40	81	29
21.	Discounts, Trade and Cash	45	35	80	30
7.	Building and Space Utilization	38	37	75	31
40.	Manufacturing Methods	38	37	75	31
48.	Performance Appraisals	40	35	75	31
9.	Characteristics of Owner/ Manager	47	27	74	32

TABLE 6 -- Continued

ITEM		LINCOLN WEIGHT	COLUMBUS WEIGHT	COMBINED WEIGHT	PRIORITY
60.	Type of Ownership (Propietorship, Partnership, and Corporation)	36	38	74	32
14.	Creativity	39	34	73	33
30.	Impact on Home and Family	26	42	68	34
39.	Management by Objectives	34	33	67	35
47.	Payroll Deductions	41	23	64	36
19.	Display	39	24	63	37
8.	Business Law and U.C.C.	29	31	60	38
61.	Unemployment and Workmen's Compensation	32	24	56	39
35.	Job Descriptions	30	23	53	40
27.	Fair Labor Standard Act	27	25	52	41
11.	Conducting Meetings	27	22	49	42
45.	OSHA	30	18	48	43
25.	Equal Employment Opportunity/Affirmative Action (EEO/AA)	24	21	45	44
18.	Disaster Plans	12	13	25	45
26.	Estate Planning	11	14	25	45

These content items formed the basis for developing the course outline (Appendix D). The course outline was developed to combine high priority and low priority items in the same unit of instruction.

The weighted items provided the data for calculating correlation coefficients to test the first hypothesis. Correlations were compiled for the counterpart representatives of each committee (e.g., entrepreneurs compared to entrepreneurs) and for all Lincoln members compared to all Columbus members. The calculated r was .86 which indicated rather close agreement on how the two committees sorted the items. Individual r's are recorded in Table 7. Based on the r = .86, the first hypothesis was accepted. For the purpose of the study, the difference between sort patterns for the two committees was not considered significant.

TABLE 7

CORRELATION RESULTS

SUBGROUPS	CORRELATION INDEX	DEGREE OF CORRELATION
Accountant	.26	Moderate
Chamber of Commerce	.35	Moderate
Department of Economic Development	.37	Moderate
Evaluation Specialist	.28	Moderate
Independent Businessmen and Businesswomen	.68	High
Personnel Manager	.53	High
Lawyer	.24	Moderate
Leadership Specialist	.30	Moderate
Lending Agency	.40	Moderate
Real Estate	.38	Moderate
SBA/SCORE	.14	Low
COMBINED LINCOLN AND COLUMBUS	.86	High

Hypothesis 2

After the course outline was developed, a brochure was prepared which described the project and workshop content. A copy of the brochure appears in Appendix E. The two instructors involved in the project then began work on the individual workshop units. It was decided after meeting with the advisory committees (Columbus on January 25, 1977 and Lincoln on February 3, 1977) to conduct a nine session workshop. The time of the class meetings was on Thursday mornings which was the only free time the instructors had in their schedules. Table 8 indicates the instructional format used (group or individualized) for each of the three units along with the major topics covered.

TABLE 8

INSTRUCTIONAL FORMAT FOR WORKSHOP

SESSION	GROUP	INDIVIDUALIZED
Unit I		
Session I		
Introduction to Workshop	X	
Location	X	
Market Analysis, Marketing Techniques and Methods	X	
Session II		
Working Capital and Cash Flow	X	
Return on Assets and Investments, and Accounts Receivable and Payable		
Session III		
Personnel Management	X	
Inventory Control and Product Pricing	X	
Unit II		
Session I		
Purchasing		X
Space Utilization and Organizational Structure		
Session II		
Business and Payroll Taxes		X
Employee Compensation, Job Evaluation, Performance Appraisal, Time Management		
Session III		
Customer Service, Personal Selling and Competition		X
Advertising and Display		X
Unit III		
Session I		
Management: Functions, Characteristics and Evaluation		X
Motivation	X	
Session II		
Financial Record Keeping and Statements		X
Planning for Success	X	
Session III		
Ratio and Break-Even Analysis	X	
Budgeting and Forecasting		X

Each unit was developed using the Mid-America Vocational Curriculum Consortium (MAVCC) format (brochure in Appendix F) as a model. Unit IV was a business plan (page 47 in Appendix D) used by the Small Business Administration and was done on an individual basis with the instructors visiting each student at his/her place of business. The MAVCC units are assembled in a separate document and are available from PTCC at a cost to recover printing and duplicating expenses. Each session was taught using the following schedule:

8:30 a.m. - 10:00 a.m.	Section 1
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 noon	Section 2
12:00 noon - 1:30 p.m.	Section 3, Lunch, and Speaker(s)

That is, in each session, each instructor made a presentation with the same group of students. By using the same students and instructors and changing the teaching method, several variables (such as homogenous grouping or instructor bias) were eliminated or reduced. In each of the sessions, a guest speaker(s) from the community was involved. These speakers proved to be very helpful in supplementing the instructors' presentations and providing additional facts and figures which the entrepreneur needs. A list of guest speakers is in Appendix G.

After the last session was completed, the criteria measures or tests for each student were analyzed according to a t test to test hypothesis 2. The t test was done by computer using a program developed by the project director and printed out in Appendix H. Hypotheses 2, 3, and 4 tests for significance were two-tailed with the level of significance set at .10. The hypotheses were accepted or rejected on the basis of a .05 level of significance. Hypothesis 2 was stated "no significant difference between group and individualized approaches to entrepreneurial skill development." The results of the test are in Table 9.

TABLE 9

TEST OF HYPOTHESIS 2

GROUPS	N	MEANS	t VALUE	S/N
Individualized to Group	197	92.22 - 88.08	3.23	S[1]
Individualized (Inst 1) to Individualized (Inst 2)	93	89.52 - 95.50	-5.97	S[1]
Group (Inst 1) to Group (Inst 2)	104	87.22 - 88.98	-0.94	N[3]
Individualized (Inst 1) to Group (Inst 1)	104	89.52 - 87.22	1.20	N[4]
Individualized (Inst 2) to Group (Inst 2)	93	95.50 - 88.98	4.16	S[5]

[1]Significant at .05 when $t \geq \pm 1.65$

2, 3, 4, [5]Significant at .05 when $t \geq \pm 1.67$

This hypothesis was rejected showing that students performed better in the individualized mode of instruction. However, students indicated they liked the group instruction better because it gave them an opportunity to interact with other entrepreneurs. Some additional comparisons were also computed to determine any differences in instructional method or instructors. It should be noted that tests were administered on an in-class and take home basis. As indicated by the results of the t tests, individualized instruction test results were consistently higher than the group instruction and one instructor (2) had a tendency to grade higher than the other.

Hypothesis 3

When the project was in the design stages, the project team was interested in looking at certain comparisons between the experimental workshop content and content taught in the Mid-management program at PTCC. Specifically, we were curious about the relationship between workshop content and regular course content and achievement of content regarded identical between the workshop and regular classes.

There was evidence that a majority of the workshop content was included in the Mid-management type courses (e.g., Accounting, Introduction to Business Administration, Supervisory Management, and Personnel Management) and was contemporary and up to date. The Mid-management program does have a separate advisory committee which makes recommendations on course content. Again, we have agreement

between advisory committees on what is considered important for the manager. By enrolling in the Mid-management program, it would take at least one year to cover the same information as was covered in the workshop. Several of those who completed the workshop expressed an interest in classes as a means of obtaining more indepth knowledge on certain topics. The project team did agree on a major difference between the content comparison -- workshop to regular classes. That is, the workshop was designed instructionally from the assumptions that all students enrolled were entrepreneurs or owner-managers and represented a variety of businesses, which proved to be a major strength of the workshop. Regularly scheduled classes were designed to include some students who were managers (not owners), some owner-managers, some full-time students with no work experience, and some who were considering going into business. Ideally, entrepreneur education programs may be more effective when all participants are entrepreneurs and would be further enhanced by including entrepreneurs from service, retail, and manufacturing businesses.

In regard to achievement between the workshop group and regular groups of students, hypotheses 3 was formulated. The hypothesis was stated as "no significant difference between the two experimental approaches of entrepreneurship skill development and identical content presently taught on the PTCC campus."

To make the test, identical content was taken from the Accounting, Principles of Management, and Personnel Management courses. These courses had been taught by the instructors involved in the project. In the comparison, sixteen examination questions from the workshop (experimental group) were compared to sixteen examination questions previously used by the instructors in regular classes (control group). The results of the t test appear graphically in Table 10.

TABLE 10

TEST OF HYPOTHESIS 3

GROUP	N	MEANS	t VALUE	S/N
Workshop (E) to Regular Classes (C)	32	89.07 - 84.72	0.86	N[1]

[1]Significant at .05 when $t \geq \pm 1.70$

This hypothesis was accepted based upon the calculated t value of .86. The t test did reveal that those in the workshop (experimental group) showed higher scores or achieved slightly better than those in the regularly scheduled classes (control group). One of the reasons for differences in achievement can be attributed to the fact that the entrepreneurs were able to apply the workshop material and had experiences coupled with study; whereas, the regular class students may have had limited experience or no experience in applying the information studied.

Hypothesis 4

A study of entrepreneurs would not be complete without looking at their characteristics. In the literature, there are numerous descriptive accounts about what entrepreneurs are like. Primarily, the literature contains lists of ideal qualities that the entrepreneur should possess, such as drive, ability to communicate, or the desire to be one's own boss. As a group, some characteristics of entrepreneurs are extensively studied while others have been overlooked. For example, little hard research is done on the characteristics of the unsuccessful entrepreneur. The question remains as to the relationship that exists between the actual characteristics that various groups of entrepreneurs possess and the ideal qualities that the entrepreneur should possess. Further, not much qualitative evidence exists that indicates whether an individual might be a successful entrepreneur and possess only some or all of the ideal characteristics. Our project team was interested in generating some data which would attempt to show such relationships. Our fourth hypothesis was stated as "no significant difference between the characteristics of entrepreneurs in urban-rural Nebraska, Platte Technical Community College Service area, (experimental group) and those identified in the literature (control group)." To test this hypothesis, a questionnaire (Appendix I) developed by Joseph Mancuso was used. Since the questionnaire has a copyright, permission was granted by Prentice-Hall, Inc. to use and reproduce the instrument. The statistics generated from the t test appear in Table 11.

TABLE 11

TEST OF HYPOTHESIS 4

GROUP	N	MEANS	t VALUE	S/N
Workshop (E) to Literature (C)	23	6.18 - 8.50	-5.60	S[1]
Workshop (E) to Regular Classes (C)	53	6.18 - 5.78	0.68	N[2]

[1]Significant at .05 when t $\geq \pm$ 1.72

[2]Significant at .05 when t $\geq \pm$ 1.68

In testing the hypothesis, the level of performance on the questionnaire that Mancuso suggests as being a "potential entrepreneur" (8-9 out of 15) was compared to the mean scores of the workshop students. As indicated by a calculated t value of -5.60, there was a very significant difference bewteen our group and Mancuso's findings. According to Mancuso's research, a score of seven or less (on the basis of a possible score of fifteen) would indicate the individual possessed the characteristics of a "hired hand." The range of scores for the respondents in the project was from eight to three. An additional test was made between the entrepreneur workshop students and students enrolled in PTCC's Mid-management classes (Introduction to Business Administration, Advertising, Personnel Management, and Related Occupational Seminar). With a calculated t of .68, the statistic was nonsignificant; however, the entrepreneurs (experimental group) did score slightly higher than those in the Mid-management classes (control group).

It appears that some of the characteristics cited by Mancuso differ from those of our group. There are some probable reasons for the difference. First, half the students in class (considering the one who dropped was a woman) were women, and Mancuso indicated that entrepreneurs are predominantly men. (The third question of the entrepreneur's quiz is stated as : "An entrepreneur is most typically a (a) man, (b) woman, (c) either." Seven of the eleven workshop students answered the question correctly.) There appears to be some male bias in the questionnaire.

Second, the average educational level of PTCC entrepreneurs was 14.09 years which is well below the master's degree level that Mancuso

considers the correct level. PTCC respondents generally answered question six at their own educational level. In fact, not one person answered the question correctly.

Third, it would appear that many of Mancuso's subjects were from metropolitan areas of the east. Operating a business in the east is somewhat different than operating a business in rural Nebraska. Parts of the questionnaire appear to be valid for our population. The questionnaire should be used again; and it should be pilot tested in Nebraska, revised, validated, and then administered.

Consultants

As was indicated earlier, the instructional units for the workshop were developed using the Mid-America Vocational Curriculum Consortium (MAVCC) format as a model. In order to properly develop the units, a consultant with expertise in the MAVCC format was employed. Dr. Al Blezek, assistant professor of agriculture education (and director of the Nebraska Vocational Agriculture Curriculum project) at the University of Nebraska in Lincoln, spent February 16, 1977 on campus. He explained the MAVCC system to the project team, which proved helpful to the instructors in organizing the entrepreneurial content to fit a common format. The MAVCC format was used for both the group based and individualized instructional methods. In the individualized instructional method, a series of audio tapes were prepared to accompany the unit outlines.

Another consultant worked with the project team when Unit III was in progress. Dr. Ron Stadt, professor of occupational education at Southern Illinois University in Carbondale, was on campus June 9, 1977. His role in the project was (1) to conduct a third party evaluation of the total operation of the project and (2) to serve as a guest speaker for the workshop session on June 9. Dr. Stadt did an intensive review of the project before arriving on campus. While here, he visited with the project team individually and as a group and visited informally with students in class. He submitted a written report on his evaluation of the project which appears in Appendix J.

During the project, several people from the Nebraska Department of Education and the Research Coordinating Unit visited campus to talk with the project team and observe the project in operation. The project is one which is generating much interest throughout the state.

Activities and Observations

As with any research and development project of this type, there are numerous activities that are done as a project team and as individuals. A series of meetings was begun with the project team shortly after official notification of funding was received. The purpose of the meetings was to review the overall goals of the project and make specific assignments so the project could be managed by objectives.

The project team met at regular intervals during the entire operation of the project. These meetings provided an opportunity for the project team to share concerns, frustrations, successes, and doubts which accompany any research project.

The instructors involved in the project are to be credited in devoting a great amount of time in preparing for teaching the classes. They attended workshops and seminars conducted in the state on entrepreneurial education and spent countless hours preparing instructional materials of high quality. We purposely selected our top two management instructors to teach the workshop classes. Each instructor had experience in private enterprise as well as in education. Their dedication to the project was a major strength of the delivery system.

Some other observations about the project are worth sharing. The project directors had an opportunity to visit with five other entrepreneurship project directors from different parts of the country in June, 1977. Each had developed a brochure for public information purposes. In each case, the brochures were printed on an off white (shade of yellow) stock and all brochures used brown ink. Someone knowledgeable about color dynamics may want to offer a reason for the phenomenon.

Another observation one can make on our printed materials concerning the project is that the word "entrepreneur" is not used. In visiting with both advisory committees, they strongly suggested not using the word "entrepreneur" to describe the independent small businessman. The reasons were that many people don't fully understand its meaning, it is hard to spell, and cumbersome to pronounce.

Another nonstatistical observation that the instructors shared with the project team was that students were somewhat fearful of traditional types of testing. During the first session, a typical in-class objective type examination was given. Much negative reaction was received because most of the students had been out of school for some time and were not accustomed to the regular in-school type examination. Subsequent examinations reflected a very practical approach, were take-home in nature, and still generated the criteria measures needed to test the hypotheses.

Evaluation by Students

At the end of each unit, students were asked to evaluate the workshop session. Two different forms of an evaluation instrument were used. An instructor-prepared instrument was administered at the end of Units I and II. Then, a standardized workshop evaluation was administered at the end of the workshop. The standardized instrument was developed by Dr. Earl McCallon and is available from Learning Concepts, 2501 N. Lamar, Austin, TX 78705. Generally, students were pleased with the workshop, had successful learning experiences, and appreciated having the opportunity to take such a class in close proximity to home. Students cited the strong features of the workshop as (1) brought out many ideas on how to apply the information, (2) the instructors, and (3) the course outlines and materials. The weaker workshop features cited were (1) too much material covered in the time allowed, (2) some of the guest speakers, and (3) the time of day the class was scheduled. Some general comments were (1) "I would like to see follow-up classes that take areas of this course and explore them in depth; need more time to let us go into detail" and (2) "I enjoyed the course very much; speakers were informative and profitable; I will use many ideas presented in the course; instructors were very congenial and helpful.

Dissemination

One of the objectives of the workshop was to disseminate the results of the project to other educational institutions. To reduce driving distances and increase participation in these dissemination workshops, two were scheduled. The first workshop was held in North Platte on October 28, 1977, followed by the second one in Lincoln on November 11, 1977. Representatives from the Technical Community College Areas, state colleges, the University of Nebraska, and secondary schools were invited to attend.

The workshops were conducted by the project directors, Business and Industrial Cluster Chairman, one instructor, and a student (for the Lincoln workshop). An agenda for each workshop appears in Appendix K.

Each participant at the workshops received handouts on background information of the project, content items, tests of hypotheses data, and a notebook containing instructional materials for each session. Those dissemination workshops were evaluated by participants using the standardized evaluation instrument developed by McCallon. Responses to the dissemination workshops were quite favorable, and it appears they generated much interest by other educational institutions in entrepreneurial education.

PART IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This was one of six projects funded by the U.S. Office of Education on entrepreneurial education during FY 77. It represented a joint venture between the Nebraska Research Coordinating Unit for Vocational Education (RCU) and the Central Technical Community College Area (CTCCA). The project was coordinated and administered by the RCU, CTCC Area Office, and staff of Platte Technical Community College (PTCC), Columbus, Nebraska, during the grant period of July 1, 1976 to November 30, 1977. Funding level of the project was $31,130 federal Part C funds and $10,734 of in-kind contributions by the CTCCA.

The purpose of the project was to design intensified, individualized and group-oriented instructional programs in personnel development for the entrepreneur. Operationally, the project was completed in four phases. Phase I involved developing relevant instructional content for the owner-manager by forming counterpart advisory committees in Lincoln and in Columbus. These were 14-16 member advisory committees composed of entrepreneurs and people who worked with entrepreneurs. The committees identified 62 content items needed by owner-managers, then used a card sort technique to prioritize the items.

Phase II consisted of processing the content items by organizing them into a course outline. Two management instructors and their cluster chairman were responsible for developing the outline and the course materials. All course materials were developed using the Mid-America Vocational Curriculum Consortium (MAVCC) format as a model.

Phase III of the project was the field test of the materials on the PTCC campus. Eleven students took the class which was organized on a nine session workshop format. Instruction in the workshop included group instruction, individualized instruction, and guest speakers from the community.

Phase IV of the project was evaluation and dissemination. A third party consultant was employed to evaluate the project as a supplement to the evaluation conducted by the project team. Two dissemination workshops were conducted for the purpose of sharing the results of the project with other educational institutions in the state. All the RCU's and the ERIC system will receive a copy of the final report when notice of acceptance is received from the U.S.O.E.

Conclusions

The following conclusions are based upon the analysis of the data for testing the four research hypotheses, the project evaluations, and the nonstatistical observations.

1. The course taught in the workshop format proved to be an effective way of meeting the personnel development needs of owner-managers involved in manufacturing, retail, and service enterprises.

2. The two counterpart advisory committees in Columbus and Lincoln made a significant contribution to the project by identifying 62 relevant content items needed by owner-managers or entrepreneurs.

3. The priorities attached to the content items by those on the Columbus and Lincoln advisory committees were very similar.

4. The achievement of students in the individualized mode of instruction was much better than the achievement in the group-based mode of instruction. However, students liked group instruction because it provided an opportunity for sharing ideas and experiences with other owner-managers.

5. The business plan developed by each student and visits by instructors to their businesses was an important part of the workshop because it provided a means of relating theory to practice under the supervision of an instructor.

6. The content for owner-managers and those considering becoming owner-managers should be taught in separate courses.

7. The term "entrepreneur" should be avoided when publicizing future educational programs for owner-managers and potential owner-managers.

8. The students involved in the workshop mastered content slightly better than regular PTCC students who studied identical content.

9. The PTCC workshop students were successful entrepreneurs; however, there was a significant difference between their actual characteristics and what were considered ideal characteristics of the entrepreneur. The characteristics were determined by an entrepreneurs quiz which may need to be validated for use with a rural population.

10. The guest speakers who visited the workshop made a significant contribution to the workshop in supplementing information provided by the instructors.

11. The MAVCC format worked well for organizing the content on both a group and individualized basis.

12. The objectives of the project were valid and were achieved.

13. The joint administration of the project between the RCU and the CTCCA was cited as a desirable and unique way to conduct a research and development type project.

14. The technical community college is an appropriate institution for conducting workshops and classes for the owner-manager.

15. There will be an increasing need for educational activities for owner-managers, managers, and other types of administrators.

Recommendations

This study was very successful in developing educational materials and meeting individual educational needs. In order to more fully utilize the results of the research and development that went into this project, the following recommendations are offered.

1. The CTCCA should continue to develop educational materials appropriate for owner-managers.

2. The CTCCA should develop a similar educational program for those who are considering going into business.

3. The materials developed by the project should be made available to communities in Nebraska through the community education divisions of the Technical Community College Areas.

4. The participants in the project should be followed up at one and five year intervals for their reactions to the workshop.

5. The workshop content should be kept current by periodically assessing the content items with advisory committees, e.g., a suggestion has been made to cover the use of computers in operating a business.

6. The elementary and secondary schools should place more emphasis on teaching students about the free enterprise system.

7. The CTCCA should consider establishing a personnel development institute to provide for the management skill development needs for the owner-manager (entrepreneur), managers in business and industry, and administrators in public agencies.

8. The results of this project should be developed into a slide-tape presentation which can be used for in-servicing educators on all levels.

9. The project should be further publicized by preparing an article for publication in community college and vocational education periodicals.

10. The individuals who are in need of entrepreneurial education are sometimes reluctant to attend classes. Promotion of future activities should include advertising in a variety of media as well as individual personal contacts.

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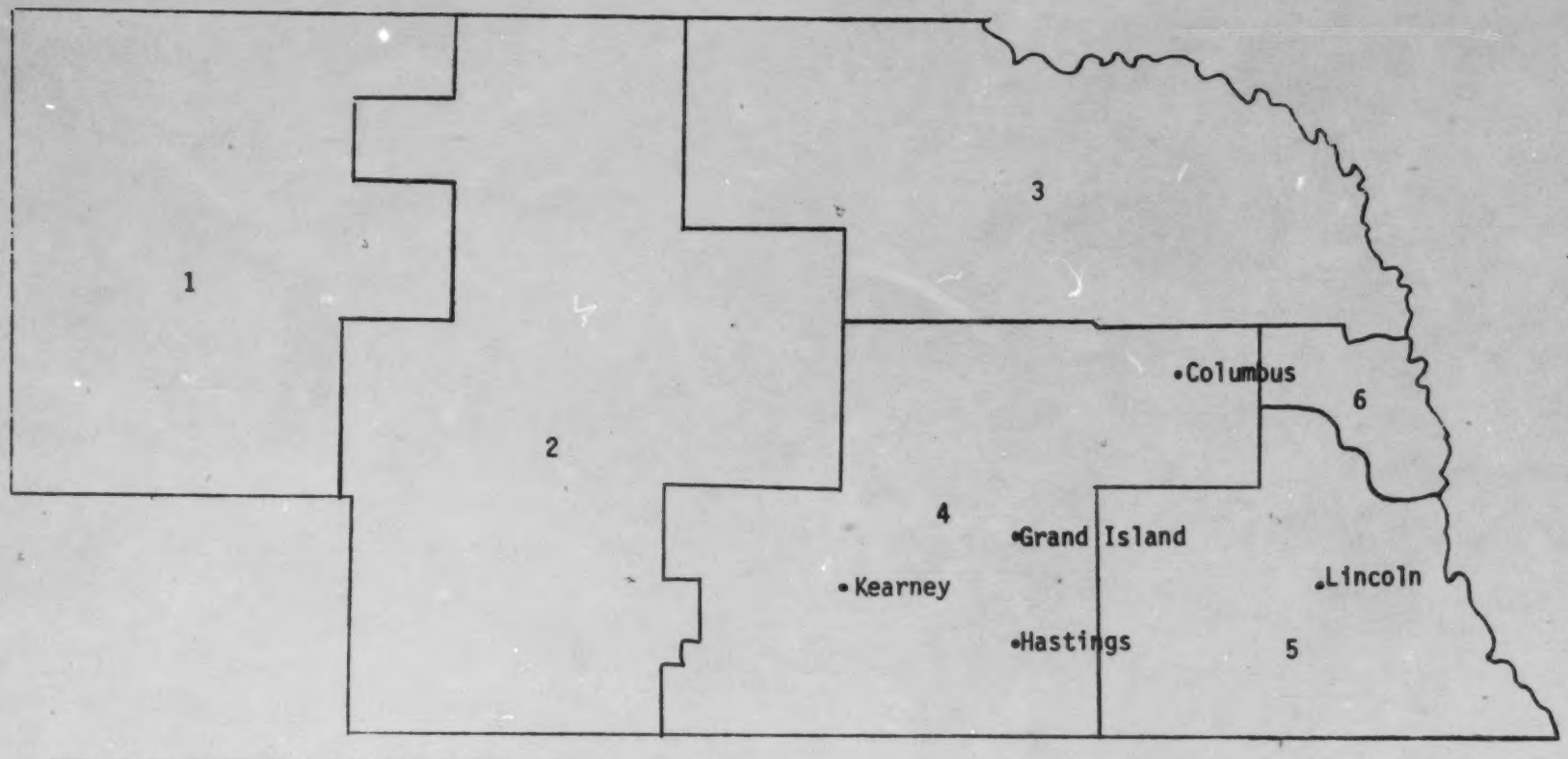
APPENDIX A

NEBRASKA TECHNICAL COMMUNITY COLLEGE AREAS



TECHNICAL COMMUNITY COLLEGE AREAS:

1. WESTERN with campuses at Scottsbluff and Sidney
2. MID-PLAINS with campuses at McCook and North Platte
3. NORTHEAST with a campus at Norfolk
4. CENTRAL with campuses at Columbus, Hastings, and the GI Center
5. SOUTHEAST with campuses at Beatrice, Fairbury, Lincoln, and Milford
6. METROPOLITAN with two campuses in Omaha

APPENDIX B

LOCAL ADVISORY COMMITTEES

COUNTERPART AREAS	COLUMBUS	LINCOLN
Accountant	Wilbur Sharpe, CPA	Don Wendt, Rhoades & Wendt, Accountants
Chamber of Commerce	Larry Wynia, Columbus Area Chamber of Commerce	Tim Durista, Lincoln Chamber of Commerce
Economic Development Representative	Bill Martin, Nebraska Department of Economic Development, Norfolk	Robert Mills, Nebraska Department of Economic Development
Evaluation Specialist	Fred Bellum, Columbus City Schools	Allen Blezek, University of Nebraska
Independent Businessmen and Businesswomen	Ruth Brichacek, Bric-A-Brac Shop Brad Handy, Handy Furniture Mfg. Alice Norris, Ciba-Geigy Chemical Co. Armando Soler, Nebraska Saw & Tool Co.	Pamela Harn, Jewelart Jim Joyner, J N Construction Co. Dick Kalkwarf, Flying "R" Drafting Servic Max Miller, Max Miller Cameras, Inc. Stanley Schrier, Schriers' Food Market
Industrial Psychologist/ Personnel Manager	Tom McKinnon, Behlen Manufacturing Co.	Liz Butler, Lincoln Telephone Company
Lawyer	Jim Holmberg, Dale Electronics Inc.	Teresa Luther, Hornbeck and Luther, Attys
Leadership Specialist	Art Zimmerer, Lindsay Mfg. Co.	Galen Dodge, Nebraska Human Resources Foundation
Lending Agency	Bob Gangel, Equitable Savings and Loan Association	Rod Johnson, National Bank of Commerce
Real Estate	Claude O'Connor, Armor Realty, Inc.	Tim Hinkle, Ball Real Estate
SBA/SCORE	Pete Lakers, SCORE	Harley Davidson, SCORE Charlie Miller, SCORE

APPENDIX C

ORIGINAL CONTENT ITEMS

1. Accounting and Recordkeeping
2. Accounts Receivable (and Accounts Payable)
3. Advertising
4. Assessment of Facilities and Equipment Required
5. Availability of Goods, Raw Materials, Shipping, and Storage
6. Break-Even Analysis, Short and Long Range
7. Budgeting and Forecasting
8. Building and Space Utilization
9. Business Law and U.C.C.
10. Characteristics of Owner-Manager
11. Classification (to Sales Analysis)
12. Communication Skills (Written/Oral)
13. Conducting Meetings
14. Confidence in Product or Service
15. Cost Accounting
16. Creativity
17. Current and Future Trends
18. Customer Relations and Service
19. Decision Making and Problem Solving
20. Disaster Plans
21. Display
22. Development of Organizational Structure
23. Discounts, Trade and Cash
24. Economics
25. EEO
26. New Employee Orientation
27. Employee Training and Development
28. Employees Wages, Benefits, and Profit Sharing
29. Estate Planning
30. Expansion Plans
31. Fair Labor Standards Act
32. Federal and State Regulations

33. Federal, State and Local Taxes
34. Financing and Banking
35. Granting Credit
36. Human Relations
37. Interpreting Financial Statements
38. Interviewing, Hiring, and Termination of Employees
39. Insurance
40. Inventory Control and Turnover
41. Job Descriptions
42. Knowing Your Competition
43. Knowledge of Product
44. Labor Relations
45. Location (Space, Parking, Traffic Flow, and Customer Convenience)
46. Management by Objectives
47. Management and Supervisory Skills
    (Organizing, Controlling, Directing, Planning, Delegation)
48. Manufacturing Methods
49. Market Analysis
50. Marketing Techniques and Methods
51. Meeting Objectives
52. Merchandising
53. Nepotism
54. Obtaining Credit
55. OSHA
56. Overhead Control
57. Payroll Deductions
58. Performance Appraisals
59. Personal Salary and Income
60. Personnel Management
61. Planning - Short and Long Range
62. Potential Markets
63. Product Pricing - Markup and Markdown
64. Professional Consultants
    (e.g., Lawyer, Banker, Accountant, SBA)
65. Profit - Gross and Net
66. Public Relations

67. Purchasing - Supplies, Tools, Merchandise, Raw Materials, and Equipment
68. Rate of Return on Investments and Assets
69. Relocation
70. Sales
71. Salesmanship
72. Seasonal Fluctuations
73. Self Evaluation of Skill, Knowledge, and Ability
74. Size of Operation
75. Sources of Capital
76. Supply and Demand (Need for Product or Service)
77. Time Management and Job Demands
78. Type of Ownership (Proprietorship, Partnership, or Corporation)
79. Unemployment and Workmen's Compensation
80. Working Capital and Cash Flow
81. Impact on Home and Family

APPENDIX D

COURSE OUTLINE

PLANNING, ORGANIZING, AND OPERATING YOUR OWN BUSINESS

I. WORKSHOP DESCRIPTION

This workshop is designed to meet the needs of the independent businessman. The course content will incorporate an overview of a variety of selected topics that directly relate to the problems of the independent businessman. The workshop sessions will focus on the skills required to plan, organize, and manage a small business enterprise. In addition, an internship experience will be provided for the purpose of developing or improving a business plan. Persons who are interested in starting their own business may find certain units of this workshop of value.

II. COURSE FORMAT

A total of nine (9) sessions are planned as follows:

Unit I	Unit II
March 17, 1977	April 21, 1977
March 24, 1977	April 28, 1977
March 31, 1977	May 5, 1977

Unit III	Unit IV
June 9, 1977	To be offered
June 16, 1977	concurrently with
June 23, 1977	Units I, II and III

III. SESSION FORMAT

Each class session is organized according to the following time schedule:

8:30 a.m. - 10:00 a.m.	Section 1
10:00 a.m. - 10:30 a.m.	Break
10:30 a.m. - 12:00 noon	Section 2
12:00 noon - 1:30 p.m.	Section 3, Lunch and Speaker(s)

IV. UNIT FORMAT

A. Unit I--Organizing for Success (1 credit hour)

1. Unit Objectives
   a. Become familiar with essential marketing considerations.
   b. Learn where and how to obtain financing and credit.
   c. Appreciate the significance of cash flow, inventory, doing business on credit and measuring profitability.
   d. Develop an approach to problem-solving.
   e. Discuss employing and developing personnel.

2. Sessions for Unit I

a. March 17, 1977

Introduction to course concept and objectives

Section 1 and 2
- Location
- Market analysis
- Marketing techniques and methods

Section 3
- Sources of financing and obtaining credit

Guest speaker: Topic--"Sources of Financing and Obtaining Credit"

b. March 24, 1977

Section 1 and 2
- Working capital and cash flow
- Accounts receivable and payable
- Rate of return on investments & assets

Section 3
- Decision making and problem solving
- Management by objectives
- Guest speaker

c. March 31, 1977

Section 1
- Personnel orientation
- Employee training and development
- Interviewing
- Hiring and termination of employees

Section 2
- Inventory control and turnover
- Product pricing
- Supply and demand

Section 3
- Professional consultants (e.g., lawyer and banker)
- Guest speaker: Uses of Professional Consultants

B. Unit II--Overcoming Problems Before They Occur (1 Credit Hour)

1. Unit Objectives
   a. Introduce the purchasing function, shipping, storage and facilities.
   b. Discuss organizational structure.
   c. Appreciate the significance of effective communication in the business environment.
   d. Appreciate the impact of taxation and government regulation of business.
   e. Discuss wage considerations, performance appraisal, and job design.
   f. Recognize the impact of both the customer and competition upon success.
   g. Discuss the product and its promotion.

2. Sessions for Unit II

a. April 21, 1977

Section 1	Purchasing supplies, tools, merchandise, raw materials, and equipment Assessment of facilities and equipment required Availability of goods, raw materials, shipping and storage
Section 2	Building and space utilization Developing organizational structure
Section 3	Communications Guest speakers

b. April 28, 1977

Section 1	Federal, state, and local taxes Payroll deductions Personal salary and income
Section 2	Employees wages, benefits, and profit sharing Job descriptions Performance appraisals Time management and job demands
Section 3	Panel on state and federal regulations Guest speakers--Panel representing OSHA, EEO, Affirmative Action, and Unemployment and Workmen's Compensation

c. May 5, 1977

Section 1	Confidence in product or service Customer relations and service Knowledge of product Knowing your competition
Section 2	Advertising Display
Section 3	Consumerism and its effects Guest speaker

C. Unit III--Preparing for the Future (1 credit hour)

1. Unit Objectives

a. Introduce cost control and its impact on profits.
b. Examine significant aspects of supervisory management and self-evaluation.

c. Appreciate the importance of insurance.
d. Discuss break-even analysis, planning, budgeting and forecasting.
e. Introduce techniques for interpreting financial statements.

2. Sessions for Unit III

a. June 9, 1977

Section 1	Supervisory management
Section 2	Management characteristics and self-evaluation
Section 3	Human relations and motivation Guest speaker

b. June 16, 1977

Section 1	Cost accounting
Section 2	Overhead control
Section 3	Insurance Guest speaker

c. June 23, 1977

Section 1 and 2	Break even analysis Planning - short and long range Budgeting and forecasting Interpreting financial statements
Section 3	Personal consulting Guest speaker: SCORE representative

D. Unit IV--Internship--Development or Improvement of a Business Plan (1 credit hour)

1. Unit Objectives: Assist the student in his efforts to write a business plan which will include the following:

a. Determination of "what business am I in?"
b. Clear definition of the target market or market segment.
c. Determination of the appropriate "mix" of products or services.
d. Analysis of customer characteristics and attitudes.
e. Analysis of the strengths and weaknesses of my business and the competition.
f. Outline of a production plan where appropriate.
g. Outline of a servicing plan where appropriate.
h. Outline of a merchandising strategy where appropriate, to include detailed consideration of promotion and sales plans.

i. Accounting system for recording, summarizing, and analyzing financial data.
j. Statement of specific sales and profit objectives accompanied by forecasted cash flows and a break-even point analysis.
k. Determination of the appropriate organizational structure and staffing requirements.
l. Definition of a system of control to make adjustments in strategy and operations as required.
m. Time-phased schedule of plan implementation.

2. Outline for the Business Plan

a. Market Facts

1. What business am I in?
2. What goods or services do I provide? Any improvement needed? Pricing?
3. Where is my market?
4. Why will they buy? When? How much? Their opinions? Dissatisfactions? What competitive advantages do I have?
5. Who is my competition? And why?

b. My Marketing Strategy

1. Production plans
2. Servicing plans
3. Merchandising plans, brochures, promotions, advertising salesman's role

c. My Financial Statement

1. Financial data and analysis
2. Pro-forma cash flow. Break-even point. What are my sales and profit objectives? This year? Next year?

d. My Organization and Control Plan

1. Organization and personnel
2. Management control
   a. Feed-back How am I doing?
   b. Revised plan as needed to meet actual conditions.
   c. Implement revised plan. Schedule. Who does what? When?

APPENDIX E

WORKSHOP BROCHURE

HELP FOR PEOPLE IN SMALL BUSINESS

SMALL BUSINESS: RISKY AND REWARDING

The rewards of owning your own business are many. There are few things in today's world that can provide the satisfaction that comes from the use of your own talents and energies in building your own successful company. But as everyone in small business knows, being your own boss also has its risks and neither talent, energy nor even luck can guarantee the success of your company.

Platte Technical Community College's workshop, "Planning, Organizing and Operating Your Own Business," has been developed to minimize some of these risks by making small business people aware of some of the pitfalls of owning their own business.

WHY SOME SMALL BUSINESSES FAIL

U.S. Department of Commerce studies show that about half of new small businesses never make the third year. Retailing suffers the most, with only 29 per cent surviving three and one-half years. Dun and Bradstreet figures suggest that more than 400,000 firms are started annually with about an equal number being discontinued.

Nine most common reasons cited for business failures are: lack of managerial experience, insufficient starting capital, wrong location, inventory mismanagement, too much capital going into fixed assets, poor credit granting practices, taking too much for yourself, too much success and wrong attitude.

The United States Small Business Association estimated that managerial deficiencies cause nine out of 10 failures. Many of these business failures probably could have been avoided had the owners received management assistance.

HOW WE CAN HELP

PTCC's workshop, "Planning, Organizing and Operating Your Own Business," is designed to provide you with assistance in improving your management skills. The workshop, which will begin March 17, 1977, is divided into four units: I—"Organizing for Success," II—"Overcoming Problems Before They Occur," III—"Preparing for the Future" and IV—an internship on "Development or Improvement of a Business Plan."

Areas to be covered during the four credit hour course include marketing techniques, financing and credit, personnel development, purchasing, payroll, customer relations, advertising, accounting and human relations.

Course instructors are Jack Kappeler and Lynn Higgins. Both men have practical experience in the business world as well as teaching experience in the business and management areas at PTCC. Guest speakers from the business community also will be featured throughout the workshop sessions.

WORKSHOP BACKGROUND

The Central Technical Community College Area, in conjunction with the Nebraska Research Coordinating Unit for Vocational Education was awarded a federal research grant totaling $31,130 for this workshop project.

Content items for the course were determined by 30 Columbus and Lincoln area independent business people and those who work closely with the small business person. These advisory committee members have been working since August, 1976, to identify and rank topics for the workshop.

Co-directing the project are Dr. Ron Hutkin, associate dean of vocational education at PTCC, and Julie N. Boettcher, administrative assistant for the research coordinating unit. Leon Sanders, chairman of the business and industrial cluster at PTCC will supervise the instructional process.

REGISTRATION INFORMATION

Sessions are scheduled on Thursdays from 8:30 a.m. - 1:30 p.m. Cost of the workshop is $53, plus luncheons. Course dates are as follows:

Unit I—March 17, 24 and 31
Unit II—April 21, 28 and May 5
Unit III—June 9, 16 and 23

Unit IV will be offered concurrently with Units I through III.

For further information about course content or registration, please return the enclosed card to Platte Technical Community College, Box 1027, Columbus, NE 68601, or call 402-564-7132 for more information.

APPENDIX F

MAVCC BROCHURE

It's a CONSORTIUM

The curriculum networks were set up to enable management and communication related to curriculum materials development. Out of one of the network centers (the one now called "The Midwest Curriculum Network") sprang the need and desire to do more than manage and communicate — namely, *actually to develop mutually needed curriculum materials that any one state would not be likely to develop on its own.*

In February, 1975, ten states decided, therefore, to found the Mid-America Vocational Curriculum Consortium (MAVCC). Since then, two more states have joined, five curriculum manuals have been published, and nine more are in various stages of development — all to be published before school starts in 1977. The investment for each member state was only $10,000.

That's how a consortium works.

The present members of MAVCC are:

Arizona
Arkansas
Colorado
Kansas
Louisiana
Missouri
Nebraska
New Mexico
North Dakota
Oklahoma
South Dakota
Texas

It DEVELOPS Curriculum Materials

For Teachers — Each curriculum manual developed by MAVCC has a teacher edition that provides teachers with mandatory and suggested lesson-plan-like teacher and student activities, unit content, and test answers.

For Students — Each curriculum manual developed by MAVCC has a student edition that contains all the knowledge and skill development information and instructional direction needed for the student to achieve the task-analysis based behavioral and performance objectives for each unit of instruction.

It Uses a Time-tested, Up-to-date, ORGANIZATIONAL FORMAT

One of the first tasks of the MAVCC founding states was to find an organizational format for the materials they would develop that would satisfy the needs of ALL the states. First, they agreed that the content of a course would be divided into major areas (or blocks) and that these, in turn, would be organized into "units" ("learning-sized bites" which require up to about a week of instruction time). Then they agreed that each unit would contain the following sequence of components, each consistently identifiable by the color of paper upon which it is printed:

1. *STATEMENT OF OBJECTIVES* - Measurable "terminal" and "specific" behavioral or performance objectives, arranged in ascending order of difficulty where possible. Color: *White*.

2. *TEACHER AND STUDENT ACTIVITIES* — The basis for "lesson planning" including mandatory and optional activities, contents of unit, and bibliography of supplementary print and A-V resources. Color: *White. Teacher edition only.*

3. *INFORMATION SHEETS* — All the "need-to-know" (plus motivational "ought-to-know") information pertaining to unit title, organized in reference to the unit's specific objectives. Color: *Green*.

4. *TRANSPARENCY MASTERS* — Where appropriate, illustrations, graphs, charts, diagrams, schematics, etc., that enrich or reinforce Information Sheet content.

5. *ASSIGNMENT SHEETS* — Practice or exercise sheets, usually for reinforcement of cognitive learnings described on unit Information Sheets, included only if applicable to unit. Color: *Tan*.

6. *JOB SHEETS* — "Hands-on," realistic jobs, giving list of materials and tools needed, description of procedures, and (sometimes) "think" questions getting at the "why" of the procedures employed in the job, for reinforcement of psychomotor learnings, if applicable to the unit. Color: *Blue*.

7. *UNIT CRITERION-REFERENCED TEST* — Test items stated in the same sequence as, and number-referenced to, the unit's specific objectives for both cognitive and psychomotor learnings. Color: *Yellow*.

8. *ANSWERS TO UNIT TEST* — For the teacher edition only. Color: *Pink*.

This organizational format is used in most of the curriculum publications that member states publish for themselves. It is employed in vocational classrooms in 50 states and in many foreign countries.

It Works with INDUSTRY

TASK ANALYSIS — The basis for the selection of units, and for the development of the specific behavioral objectives within each unit of each MAVCC curriculum manual is a task analysis obtained either by the Consortium, itself, or from recent relevant task analyses done by others in cooperation with industry.

Dissemination — In cases where industry, trade associations, or unions provide financial or other substantial input to the process of developing a MAVCC manual, that institution may also help disseminate the publication that results.

It Works with TEACHERS

Every MAVCC curriculum manual is developed by the combination of a highly qualified writer, and artist specialists, monitored by an editor-in-chief and a curriculum advisory committee, consisting of teacher and/or industry representatives from each of the member states of the Consortium. The committee develops the outline, critiques each unit as it is written, and field-tests the results.

It DISSEMINATES Curriculum

MAVCC Curriculum materials are distributed at special membership prices to each member state and at regular prices (still low, because of the relatively large print orders that result from the needs of 12 states rather than one) to non-member states. Any one of the member states is privileged to sell MAVCC publications to schools in its own state. In addition, MAVCC has extensive distribution facilities at its headquarters in Oklahoma. See other side of this brochure for specific information on how to order MAVCC publications.

APPENDIX G

GUEST SPEAKERS IN WORKSHOP

GUEST SPEAKER	TOPIC	WORKSHOP DATE
Mr. Gerald Kleber Small Business Administration Empire State Building 19th and Farnam St. Omaha, NE 68102	Sources of Financing and Obtaining Credit	3/17/77
Dr. Roger Augspurger Platte Technical Community College P.O. Box 1027 Columbus, NE 68601	Creative Problem Solving	3/24/77
Mr. Wilbur Sharpe Hwy 30 and 30 Avenue Columbus, NE 68601	When to Seek Professional Accounting Advice?	3/31/77
Mr. Noyes Rogers 1465 - 27 Avenue Columbus, NE 68601	When to Seek Legal Counsel?	3/31/77
Mr. Julian Meyer First National Bank & Trust 2623 - 13 Street Columbus, NE 68601	When to Seek Advice From a Banker?	3/31/77
Mr. Ron Bogus Nebraska Public Power District P.O. Box 499 Columbus, NE 68601	Public Relations and Communications	4/21/77
Mr. David Lyons Columbus Telegram 1254 - 27 Avenue Columbus, NE 68601	OSHA	4/28/77
Mr. George Jenkins 913 Blaine Street Norfolk, NE 68701	Unemployment Claims	4/28/77

APPENDIX G (Cont.)

GUEST SPEAKER	TOPIC	WORKSHOP DATE
Mr. Charles Watson Box 317 Pierce, NE 67867	General Operation of the Unemployment Office	4/28/77
Mr. Lee Mason Sears Roebuck and Co. 2707 - 13 Street Columbus, NE 68601	Consumerism and Its Impact on Business	5/5/77
Mr. William Nelson 1369½ - 25 Avenue Columbus, NE 68601	Need for Life Insurance in a Small Business	6/16/77
Mr. Harry Grant 2753 - 30 Avenue Columbus, NE 68601	SCORE	6/23/77

APPENDIX H

COMPUTER PROGRAM FOR t TESTS

```
    DIMENSION VAR (2,2),GSUM (2,2), GMEAN (2,2), GTC (2,2), SXX (2,2)
    SUM = 0.0
    SUMXX = 0.0
    GC = 0.0
    NWG = 0
    SMN = 0.0
    VTN = 0.0
    DF = 0.0
    DVAR = 0.0
    READ (2, 10) IA, IB
 10 FORMAT (2I2)
    DO 100 I= 1, IA
    DO 100 J = 1, IB
    DO 150 IX = 1, 150
    READ (2, 15) X, N
 15 FORMAT (F5.1, 4X, I1)
    IF (N) 130, 160, 130
130 SUM = SUM + X
    SUMXX = SUMXX + X*X
    GC = GC + 1.0
150 CONTINUE
160 GSUM(I,J) = SUM
    GTC (I,J) = GC
    GMEAN (I,J) = SUM/GC
    SXX (I,J) = SUMXX - (SUM*SUM/GC)
    VAR (I,J) = SXX (I,J)/GTC (I,J)
    SUM = 0.0
    GC = 0.0
    SUMXX = 0.0
100 CONTINUE
    DO 200 K = 1,IA
    DO 200 L = 1,IB
    SMN = (SMN*(-1.0)) - GMEAN (K,L)
    VTN = VTN + (GTC (K,L) * VAR (K,L))
    DF = DF + GTC (K,L)
    DVAR = DVAR + 1.0/GTC (K,L)
200 CONTINUE
    T = SMN/SQRT((VTN/(DF - 2.0))*DVAR)
    WRITE (3,20) ((VAR (I,J),I = 1,IA),J = 1,IB)
 20 FORMAT (F10.2,3X,F10.2)
    WRITE (3,25) ((GMEAN (I,J),I = 1,IA),J = 1,IB)
 25 FORMAT (F10.2,3X,F10.2)
    WRITE (3,30) ((SXX (I,J),I = 1,IA),J = 1,IB)
 30 FORMAT (F10.2,3X,F10.2)
    WRITE (3,35) T
 35 FORMAT (F8.2)
    WRITE (3,40) SMN
 40 FORMAT (F8.2)
    WRITE (3,45) VTN
 45 FORMAT (F8.2)
    WRITE (3,50) DF
 50 FORMAT (F8.2)
    WRITE (3,55) DVAR
 55 FORMAT (F8.2)
    CALL EXIT
    END
```

ENTREPRENEUR'S QUESTIONNAIRE

General Information and Instructions

One of the objectives of this workshop is to obtain information about the characteristics of entrepreneurs. A study of several hundred entrepreneurs was conducted by Dr. Joseph Mancuso who is a professor of Management. As a result of his research, the following fifteen questions were developed. These questions are designed to indicate the extent to which entrepreneurs throughout the country possess similar characteristics.

Please respond to the questions candidly and honestly. Do not sign the questionnaire because we want to keep your individual responses confidential.

Each question is set up on a multiple choice format. Place the identifying letter of your response choice in the space provided. An example follows:

X. This workshop is designed for __C__. X.

A. first line supervisors
B. retired executives
C. entrepreneurs
D. those considering entering business

Clifford M. Baumback and Joseph R. Mancuso,
ENTREPRENEURSHIP AND VENTURE MANAGEMENT
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Prentice-Hall, Inc., Englewood Cliffs,
New Jersey.

ENTREPRENEUR'S QUESTIONNAIRE

1. An entrepreneur is most commonly the _____ child in the family. ____ 1.

   A. oldest
   B. middle
   C. youngest
   D. doesn't matter

2. An entrepreneur is most commonly: ____ 2.

   A. married
   B. single
   C. widowed
   D. divorced

3. An entrepreneur is most typically a: ____ 3.

   A. man
   B. woman
   C. either

4. An individual begins his first entrepreneurial company at which age? ____ 4.

   A. teens
   B. twenties
   C. thirties
   D. forties
   E. fifties

5. An individual's entrepreneurial tendency appears evident at which of these stages? ____ 5.

   A. teens
   B. twenties
   C. thirties
   D. forties
   E. fifties

6. An entrepreneur has typically made the following educational progress: ____ 6.

   A. grammar school
   B. high school diploma
   C. bachelor's degree
   D. master's degree
   E. doctor's degree

7. An entrepreneur's primary motivation for starting his own business is: ____ 7.

   A. to make money
   B. because they cannot work for anyone else
   C. to be famous
   D. as an outlet for unused energy

8. The primary motivation for the entrepreneur's high ego and need for achievement is based on his relationship with: ____ 8.

   A. his wife
   B. his mother
   C. his father
   D. his children

9. An entrepreneur takes which of these items from business to business: ____ 9.

   A. desk
   B. chair
   C. all office furniture
   D. none of these items

10. To be successful in an entrepreneurial venture, you need an overabundance of: ____ 10.

    A. money
    B. luck
    C. hard work
    D. a good idea

11. Entrepreneurs and venture capitalists: ____ 11.

    A. get along well
    B. are best of friends
    C. are cordial friends
    D. are in secret conflict

12. A successful entrepreneur relies on which of these groups for critical management advice: ____ 12.

    A. internal management team
    B. external management professionals
    C. financial sources
    D. no one

13. Entrepreneurs are best as: ____ 13.

    A. managers
    B. venture capitalists
    C. planners
    D. doers

14. Entrepreneurs are: ____ 14.

    A. high risk takers (big gamblers)
    B. moderate risk takers (realistic gamblers)
    C. small risk takers (take few chances)
    D. doesn't matter

15. The first step in starting a business should be: ____ 15.

    A. find a product
    B. get some money
    C. select a partner
    D. consult a lawyer

APPENDIX J

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Vocational Education Studies
Occupational Education Program

June 17, 1977

Dr. Ronald M. Hutkin
Platte Technical Community College
P.O. Box 1027
Columbus, NE 68601

Dear Dr. Hutkin:

Enclosed is the report of my observations and ideas for improving benefits from the Personnel Development for Entrepreneurs project. The codirectors are to be complimented for seeking funding for this needed effort, for devoting resources and special energies to it, and for committing organizations to making good use of its products in future.

Best wishes in your good work.

Sincerely,

Ronald W. Stadt, Professor
Occupational Education Program

RWS:djt

Enclosure

APPENDIX J (Cont.)

GENERAL DETERMINATIONS

The Personnel Development for Entrepreneurs project has been a positive experience for various kinds of people, who have been associated in various ways with its several functions. Persons impacted upon--present and future--are far greater in number than enrollees during the project time frame. Among strengths of the project are (1) the variety of internal and external resources which have been utilized, (2) adoption of the Mid-America Vocational Curriculum Consortium (MAVCC) format and resultant instruction/learning units and sessions, and (3) the good linkages which have been established between the Nebraska Research Coordinating Unit for Vocational Education (NRCUVE) and Platte Technical Community College (PTCC) and with the counterpart advisory committees in Columbus and Lincoln.

Among weaknesses are (1) the minimal funding level and subsequently (2) too little budgeted time commitment of the instructors (which was offset by extra time contributed "out of their hides"), and (3) the real number of enrollees, which prevented conduct of the project on two campuses (in Columbus and Lincoln).

It appears that strengths will have long-term effects upon curriculum and other students served and that weaknesses will be avoided in future PTCC and NRCUVE grant efforts.

PTCC should realize fully the benefits of the fact that curriculum development will more and more be done in local education agencies as contrasted to universities, "think tanks", and central government agencies.

APPENDIX J (Cont.)

STUDENTS SERVED

CONCLUSIONS	RECOMMENDATIONS
1. Workshop design and conduct were very much in keeping with well indicated community needs, PTCC's success record with in-plant workshops in its 25-county service area, and with USOE priorities.	1A. Benefit a larger variety of enterprises and much larger number of enrollees via similar instruction/ learning experiences throughout Nebraska.
	1B. PTCC should offer a workshop no later than Spring, 1978 and subsequently as needs surveys justify.
	1C. PTCC should consider evening and/or Community Education deliveries.
2. Entrepreneur development is certain to have wider appeal.	2A. Serve students in vocational, degree, and certificate programs; retirees, persons returning to the work force; and other populations.
	2B. Continue distribution of brochures and solicitation via broadcast media.
3. Student Services personnel can help to maximize long-term effects of the project at PTCC and other campuses and in Community Education.	3A. Incorporate information regarding offerings in career exploration courses, etc.
	3B. Do same in vehicles which develop awareness of college programs among high school students and early school leavers who have an interest in and potential for becoming entrepreneurs.

APPENDIX J (Cont.)

WORKSHOP UNITS AND SESSIONS

CONCLUSIONS	RECOMMENDATIONS
1. The project design was soundly conceived but could not be executed exactly as designed because of dollar and enrollment constraints.	1A. Modify the project design, i.e., relationship of dependent and independent variables, and test hypotheses by appropriate parametric and possibly nonparametric procedures.
2. All possible effort was made to design and test high quality units and sessions.	2A. Continue development of units and sessions in keeping with MAVCC format; findings regarding urban/rural and group/individual variables; and PTCC's general movement toward multiple entry and exit.
	2B. Continue utilization of advisory committee members, Small Business Administration, and other resources.
	2C. See also Resources Utilized section in this report.

APPENDIX J (Cont.)

ADMINISTRATIVE SUPPORT AND ORGANIZATION

CONCLUSIONS	RECOMMENDATIONS
1. Cooperative and productive working relations have beeh established between the NRCUVE and PTCC. The co-directorship functioned effectively.	1A. Pursue plans for joint and separate responsibilities. (See next statements.)
2. There is evidence that the NRCUVE has clear understanding and intention to pursue responsibilities for dissemination to other RCU's and other LEA's via professional associations and the MAVCC.	2A. Pursue as soon as possible lest involvement in new projects, personnel changes, and other unavoidable and natural limitations deter quick and meaningful efforts to affect other agencies.
3. There is evidence that PTCC will make every effort to adopt, adapt, and utilize project products.	3A. Establish a course or courses via regular planning and approval processes.
	3B. Aid and abet similar developments at other colleges via the Council of Presidents, Nebraska Vocational Association Convention (Business Education section), and other professional groups.
4. NRCUVE and PTCC might do one or more dissemination activities.	4A. Assess feasibility of co-authoring article(s) for the Journal of Community and Junior Colleges and/or appropriate Nebraska publications.

APPENDIX J (Cont.)

OBJECTIVES AND EVALUATION

CONCLUSIONS	RECOMMENDATIONS
1. The project had three well-thought-out objectives.	
2. Objective #1 was achieved with an exception which resulted from constraints mentioned in General Determinations. That is, nothing was done with potential entrepreneurs.	2A. Identify potential entrepreneurs in the future via advertisement processes mentioned elsewhere in this report. 2B. Modify units and sessions accordingly and assess appropriateness of field trips and internships for the inexperienced.
3. The second objective was achieved insofar as a workshop was designed and conducted.	3A. Institutionalize the workshop via course approval processes.
4. Good strides have been made to achieve the third objective. Work with advisors and especially the Q-sort technique and continuous input from enrollees have abetted these strides.	4A. See recommendations under Workshop Units and Sessions.
5. There is need for a more sophisticated instructional evaluation system.	5A. Write a sample of Nebraska and out-state colleges seeking sample evaluation vehicles. 5A2. Fund development of a PTCC system via released time procedure. 5A3. Work cooperatively with professional bargaining unit, assuring that individual instructor's use of the instrument(s) developed will be optional and voluntary and that findings will be known to others only at the instructor's initiation. 5B. Pursue use of workshop evaluation instrument the better to compare/contrast it with other workshops.

RESOURCES UTILIZED

CONCLUSIONS	RECOMMENDATIONS
1. A variety of external resources have been utilized to good effect.	1A. Continue efforts to fund this and other projects with major portions of budgets from federal and state agencies and/or foundations.
	1B. Continue and expand use of steering and advisory committees, guest speakers, and materials such as SBA booklets.
	1C. Study feasibility of greater utilization of Service Corps of Retired Executives (SCORE)--to give presentations, identify potential enrollees, and serve as consultants to PTCC and to entrepreneurs.
2. PTCC has again demonstrated that it is capable of devoting a great deal of extra effort, which makes for successes of special projects.	
3. Internal resources of PTCC were contributed in major measure beyond grant award commitments. All persons interviewed indicated that the several kinds and levels of personnel gave more than was budgeted for.	3A. PTCC leadership should commend the administrative team, which worked with the steering committee, project personnel, and the several support personnel who greatly aided the development of units and sessions. Instructional resources people and supplies not budgeted in the project were very supportive.
	3B. Devote more effort to grant seeking in the future.
	3C. Continue to coordinate with the CTCC Area Office.
	3D. Seek state exemplary funds (Vocational Education). Also pursue the entrepreneur matter in concert with priorities concerning elimination of sex stereotyping.
	3E. Work via the PTCC Foundation to make contacts with fund sources in the private sector.
	3F. Abridge the project final report for the Foundation board and seek ideas on other Foundation sources.

APPENDIX J (Cont.)

PERSONNEL

CONCLUSIONS	RECOMMENDATIONS
1. As stated above, all personnel who worked on the project contributed to the fullest.	1A. Plan personnel commitments and replacements very carefully in the future.
2. As the entrepreneur thrust is carried out, one to three instructors should develop special strengths.	2A. Incorporate appropriate activities in group, e.g., the Business and Industrial Cluster, and individual, e.g., the instructor who teaches a course for entrepreneurs, personnel development plans.
	2B. Consider trips to other campuses, work in entrepreneurships, special professional library purchases, and the like.
	2C. Do 2A and 2B just as other personnel development decisions are made.

APPENDIX K

AGENDA

NORTH PLATTE ENTREPRENEURSHIP DISSEMINATION WORKSHOP

EAST CONFERENCE ROOM OF THE MID-PLAINS COMMUNITY COLLEGE TECH CAMPUS

FRIDAY, OCTOBER 28, 1977

10:00 a.m.	Introductions
10:15 a.m.	Review of the Project

1. Proposal -- Ron Hutkin
2. Advisory Committees -- Julie Boettcher
3. Content Items -- Julie Boettcher
4. Q Sort -- Ron Hutkin
5. Course Outline -- Ron Hutkin
6. Results of the Research -- Ron Hutkin
7. Curriculum Consultant -- Julie Boettcher
8. Third Party Evaluation -- Julie Boettcher

11:30 a.m.	Questions and Answers
12:00 noon	Lunch
1:00 p.m.	Review of Mid-America Vocational Curriculum Consortium Format -- Leon Sanders
1:30 p.m.	Workshop Units -- Lynn Higgins and Leon Sanders

1. Discussion of Classes
2. Community Resources
3. Instructional Materials
4. Evaluation of the Units
5. Visits to Businesses Involved

3:30 p.m. Additional Discussion -- Evaluation

This workshop is being sponsored by the Nebraska Research Coordinating Unit for Vocational Education and Platte Technical Community College.

APPENDIX K (Cont.)

AGENDA

LINCOLN ENTREPRENEURSHIP DISSEMINATION WORKSHOP

3RD FLOOR--LINCOLN AREA HEALTH EDUCATION CENTER AT THE BETHESDA HOSPITAL

FRIDAY, NOVEMBER 11, 1977

10:00 a.m.	Introductions
10:15 a.m.	Review of the Project
	Proposal -- Ron Hutkin Advisory Committees -- Julie Boettcher Content Items -- Julie Boettcher Q Sort -- Ron Hutkin Course Outline -- Ron Hutkin Results of the Research -- Ron Hutkin Curriculum Consultant -- Julie Boettcher Third Party Evaluation -- Julie Boettcher
11:30 a.m.	Lunch
12:30 p.m.	Course Outline and Mid-America Vocational Curriculum Consortium (MAVCC) Format -- Leon Sanders
	Instructional Materials and Procedures -- Lynn Higgins
	Community Resources -- Leon Sanders
	Student Reaction to the Workshop -- Larry Brenner
	Student Evaluations -- Lynn Higgins
3:30 p.m.	Questions and Answers Evaluation -- Ron Hutkin & Julie Boettcher

This workshop is being sponsored by the Nebraska Research Coordinating Unit for Vocational Education and Platte Technical Community College.